

FILOLOGIA Y DIDACTICA DE LA LENGUA

Marta TORRES SALCEDO

VEGETABLE CONFERENCE

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Facultad de Ciencias Humanas y Sociales
Giza eta Gizarte Zientzien Fakultatea

Grado en Maestro de Educación Infantil
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Grado en Maestro en Educación Infantil
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Trabajo Fin de Grado
Gradu Bukaerako Lana

VEGETABLE CONFERENCE

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Infantil por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Infantil se estructuran según la Orden ECI/3854/2007 en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3854/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3854/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos

universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil.

En este trabajo, el módulo *de formación básica* permite desarrollar las siguientes competencias:

- Organizar las situaciones de enseñanza-aprendizaje desde una perspectiva de desarrollo de competencias (y particularmente de competencias comunicativas) en el alumnado.
- Trabajar a partir de las representaciones del alumnado y de los errores y obstáculos en el aprendizaje.
- Adquirir una visión longitudinal de los objetivos de la enseñanza en el conjunto de la educación infantil y primaria. Establecer evaluaciones periódicas de las competencias del alumnado y tomar decisiones de progresión.
- Fomentar el deseo y el placer de aprender, con una acogida afectiva al alumnado, desarrollando la cooperación entre estudiantes.
- Saber analizar y explicar las prácticas docentes con referencia a los saberes y conocimientos teóricos pertinentes.
- Diseñar y desarrollar recursos didácticos, en su caso con apoyo en las tecnologías de la información y de la comunicación.
- Entender la actividad docente como un ámbito de experimentación, indagación, innovación e investigación propio.
- Concebir al maestro como un profesional intelectual, culto y progresar personalmente hacia este modelo de referencia.
- Potenciar las habilidades conducentes a la autonomía en los propios aprendizajes.

El módulo *didáctico y disciplinar* ha contribuido a que en el presente trabajo de fin de grado trabaje las siguientes competencias:

- Conocer los objetivos, contenidos y criterios de evaluación de Educación Infantil, puesto que el diseño de esta unidad didáctica está basada en dichos aspectos del curriculum de Educación Infantil plasmados en el Decreto Foral

23/2007, de 19 de marzo. Así pues, dicha unidad está dividida en dichos aspectos curriculares.

- Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. Este objetivo se establece a la hora de trabajar por proyectos, ya que a partir de una temática se trabajan todas las áreas de forma integradora.
- Diseñar y regular espacios de aprendizaje en contextos de diversidad que atiendan a las singulares necesidades educativas de los estudiantes, a la igualdad de género, a la equidad y al respeto de los derechos humanos. El Colegio Elvira España, para el cual he diseñado esta unidad didáctica tiene un alto porcentaje de alumnos/as de otras culturas. Como futura profesora he tenido en cuenta la atención de las necesidades lingüísticas, de integración en el grupo social... de los alumnos/as.
- Fomentar la convivencia en el aula y fuera de ella y abordar la resolución pacífica de conflictos. Saber observar sistemáticamente contextos de aprendizaje y convivencia y saber reflexionar sobre ellos. Esto es una tarea diaria que debe trabajarse constantemente y en cada momento. Pero si queremos hacerlo de forma más específica, podemos hacerlo a través de trabajos en grupo, donde los niños/as deban conseguir un objetivo común por lo que deben resolver las situaciones conflictivas entre todos a través del lenguaje, la comunicación y el respeto del turno de palabra.
- Reflexionar en grupo sobre la aceptación de normas y el respeto a los demás.

- Promover la autonomía y la singularidad de cada estudiante como factores de educación de las emociones, los sentimientos y los valores en la primera infancia. Es una tarea diaria que debe tenerse en cuenta, sin que sea necesario establecer una actividad específica para ello. En este caso, en mi diseño curricular no hay una tarea concreta para trabajar eso, pero sí que como profesora debo estar observando y animando a los niños/as a que realicen actividades y juegos por sí solos, dándoles confianza para que expresen sus sentimientos.
- Conocer la evolución del lenguaje en la primera infancia, saber identificar posibles disfunciones y velar por su correcta evolución. Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y multilingües. Expresarse oralmente y por escrito y dominar el uso de diferentes técnicas de expresión. La expresión oral la analizaré a través de las asambleas en grupo y el contacto directo individual con cada niño/a. Sin embargo, el lenguaje escrito se realizará a través de fichas.
- Conocer las implicaciones educativas de las tecnologías de la información y la comunicación y, en particular, de la televisión en la primera infancia. En este caso, el ordenador e internet serán los recursos tecnológicos que usemos a lo largo de toda la unidad didáctica, por lo que hay que mostrarles y enseñarles el uso adecuado y las posibles dinámicas que pueden realizarse con dichos recursos.
- Conocer fundamentos de dietética e higiene infantiles. Es un objetivo que, también, debe realizarse diariamente estableciendo una rutina, por ejemplo lavarse las manos antes de almorzar y después de ir al baño o cuidando el material educativo del aula.
- Conocer fundamentos de atención temprana y las bases y desarrollos que permiten comprender los procesos psicológicos, de aprendizaje y de construcción de la personalidad en la primera infancia.
- Conocer la organización de las escuelas de educación infantil y la diversidad de acciones que comprende su funcionamiento.

- Asumir que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida.
- Actuar como orientador de padres y madres en relación con la educación familiar en el periodo 0-6 y dominar habilidades sociales en el trato y relación con la familia de cada estudiante y con el conjunto de las familias.
- Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente.
- Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes.
- Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de Educación Infantil.

Asimismo, en el modulo practicum hago referencia a las siguientes competencias:

- Adquirir un conocimiento práctico del aula y de la gestión de la misma. Para ello tenemos que conocer las características de centro y de nuestros alumnos/as solo así será como podremos hacer una unidad didáctica y una adecuada gestión de la misma.
- Conocer y aplicar los procesos de interacción y comunicación en el aula, así como dominar las destrezas y habilidades sociales necesarias para fomentar un clima que facilite el aprendizaje y la convivencia.
- Controlar y hacer el seguimiento del proceso educativo y, en particular, de enseñanza y aprendizaje mediante el dominio de técnicas y estrategias necesarias. A través de esta unidad didáctica se desarrollan diferentes dinámicas para que los niños/as puedan aprender contenidos y conseguir los objetivos establecidos. En dicha unidad didáctica aprendemos a través de juegos, observación, visitas culturales, mapas conceptuales...
- Relacionar teoría y práctica con la realidad del aula y del centro.
- Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica. El diario de profesor o la documentación

fotográfica pueden ser unas buenas herramientas, no solo para evaluar y analizar el desarrollo de los estudiantes sino también, para evaluar nuestra propia acción diaria con el fin de mejorar en nuestra actividad como docentes.

- Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro.
- Regular los procesos de interacción y comunicación en grupos de estudiantes de 0-3 años y de 3-6 años. A través de la asamblea diaria o de discusiones en gran o mediano grupo es como podemos regular estos procesos.

Por último, el módulo *optativo* que permite enmarcar la propuesta que realiza CLIL en relación con el aprendizaje de lenguas. Así pues, realizo una unidad didáctica basándome en sus principios y objetivos. Para la realización de esta unidad didáctica he tenido en cuenta los aprendizajes adquiridos durante mi estancia de Erasmus en el extranjero, que simulan los contenidos de la mención de Lengua Inglesa.

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados de: *Sense and vinculation with the Infant curriculum, current situation y syllabus design*, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

AICLE (o CLIL) está adquiriendo cada vez más importancia en nuestros colegios. De hecho, en la actualidad hay 40 centros educativos en Navarra que apoyan dicha propuesta. Sin embargo, el próximo curso habrá 60 en total. Los niños/as alcanzan los objetivos propuestos relacionados con los contenidos, comunicación, cultura y cognición. Por ello, he creado una unidad didáctica para niños/as de Educación Infantil de 4 años relacionada con las verduras, muy conocidas en Tudela. El principal objetivo general es aprender las verduras a través de la lengua, inglés, y aprender la lengua a través de las verduras. Tenemos que tener en cuenta que cada niño/a tiene unas características de aprendizaje, un desarrollo cognitivo y unos intereses y motivaciones distintos, por lo que habrá que dar respuesta a todas ellas a través de las diferentes actividades, dinámicas y recursos.

Palabras clave: AICLE, unidad didáctica; Educación Infantil; Verduras, Atención a la diversidad.

Abstract

Nowadays CLIL (AICLE) is getting more important. Indeed there are 40 schools in Navarre supporting this programme, and the next course there will be 60. Through English, the children are supposed to reach the aims relate to content, communication, culture and cognition. For this reason, I have planned a syllabus design related to vegetables, which are very relevant in Tudela. So that this planning I have to know the characteristic of the school and of the children too. This teaching unit has four-year old children who learn English as a second language. The main aim for this unit is learning English through vegetables and learning vegetables through English. How to deal with mixed-ability has also been taken into consideration.

Keywords: CLIL; Syllabus design; Infant Education; Vegetables; Facing mixed-ability

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INTRODUCTION

Everyone knows how important eating fruit and vegetables is, especially when you are a child because of their contents in vitamins and fibre. They can prevent illnesses such as childhood obesity, cardiovascular diseases, constipation, cholesterol... In addition, children are in contact with them every day, so they are familiar with.

From school we can work this topic through activities showing the importance of consuming this kind of food in a funny way. Moreover, fruit and vegetables in our city, Tudela, are well-known, so it is a good way to find out about our culture.

Having in mind the school where I took my last internship, I would like to develop a syllabus design related to vegetables. The school is bilingual and it is based on the British Council's methodology. There, teachers work through projects, which mean that through a theme you can achieve several aims and contents of the curriculum.

This teaching unit is aimed at 4 year old children who study in a bilingual school. I desire to run this project during spring, April and May at the same time as *Las jornadas de las verduras* (Vegetable conference), which take place in Tudela. They consist of different events related to the seasonal vegetables, for example: artichokes, asparagus, broad beans, peas, heart lettuce... The programme of activities ranges from the vegetable tasting to competitions including trips, courses, talks, concerts...

1. SENSE AND VINCULATION WITH INFANT CURRICULUM

The curriculum is the document in which aims, contents and assessment have been written up to establish a complete formal education for children.

General laws on education are established by the Spanish Government. Nonetheless, the Department of Education of Navarre has adapted them to the needs and characteristics of the region.

The Foral Decree 27/2003 lays down the curriculum of infant education. All teachers in Navarre must have it as a reference.

It helps teachers create a syllabus design, therefore they must consider what the curriculum establishes and organize the tasks according to the areas of knowledge and assessment criteria.

Although the current curriculum is divided into 10 parts, these are those the teachers must be concerned by:

- General principles;
- Aims of Infant Education;
- Areas of knowledge:
 - Self-knowledge and autonomy;
 - Knowledge about the environment;
 - Knowledge about the language.

Each area develops its aims, contents and assessment criteria and, they contribute to the full development of children.

- Assessment;
- School autonomy;
- Coordination between stages;
- Facing mixed-ability.

2. CURRENT SITUATION

CLIL, Content and Language Integrated Learning is, according to Do Coyle, the major emergence in education during this millennium. (Do Coyle, 2010)¹

'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Okada, Connolly, 2012)²

This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (Marsh, 2000, 2)³

In Spain, this approach arose in 1996 when Educational and Scientist Department and British Council signed an agreement to develop an educational bilingual syllabus in public schools, for that reason it was necessary to create an integrated teaching plan where aims, contents and assessment should be got in both languages, English and Spanish.

82 public schools and 42 high schools are taking part in this project.

As we know, Education in Spain is decentralized, what it means is that the local authorities of each autonomous region take the responsibility for implementing policy for public education at a local level.

Before explaining the current situation of CLIL in Navarre, I would like to distinguish some concepts, which sometimes can mislead.

TIL (*Tratamiento integrado de la lengua* or integrated teaching of language): the integrated treatment of languages proposes the collaborative work of teachers of the different languages at school on the basis of all those shared elements. (Apraiz, M^a V. Pérez, M. Ruiz, T. (2012) *La enseñanza integrada de las lenguas en la escuela*

¹ Coyle, D. Hood, P. Marsch, D. (2010) CLIL: Content Language Integrated Learning. Cambridge: University Press Cambridge

² Scott, P. (2012) *Collaborative learning 2.0: Open Educational Resource*. Hershey: IGI Global Snippet

³ Marsh, D. (2000). *Using languages to learn and learning to use languages*. Jyväskylä: University of Jyväskylä.

plurilingüe. Revista Ibero-Americana de Educación [Available in (17/05/2013) <http://www.rieoei.org/rie59a05.pdf>]

PAI (*Programa de Aprendizaje de Inglés* or Learning English programme): programme to learn English at schools. The main characteristics of it, depending of the educational model, are:

Table 1. Linguistic educational models

Linguistic model	A	D	G
Languages	Learning Spanish and Basque as a subject	Learning Basque and Spanish as a subject	Learning Spanish
English sessions every week	10	5 (5-6 years old) 6 (7-8 years old) 8 (9-12 years old)	10

English is learning not only as a subject, but also to learn some contents of the curriculum. Currently, there are 7,976 students who agree with this model.

Since in Spain, in 1996-1997, the Educational and Scientist Department and British Council signed an agreement to develop an educational bilingual programme in public schools, Navarre also supports it. Elvira España (in Tudela) and Cardenal Ilundain (in Pamplona) are the unique schools that have in mind this programme in all the levels. The rest of the 38 schools teach it in some courses. Next year, 20 schools are going to join to this initiative. Even one school is going to teach German too. The majority of these educational institutions are in rural places. This is a strategy to improve the education in these points and extend their offers.

C1 is a basic requirement for teachers, or other certificates which are recognized by Association of Language Testers in Europe (ALTE). Navarre and Madrid are the only regions which demand this certificate. However, in the rest of the regions teachers have to achieve B2.

The principle bases of CLIL are:

- Significant learning;

- Globalizing approach;
- TIL;
- Language-content integration;
- Teacher-language link.

As we know the contents and the aims have to be achieved in both languages so that schools have to create a suitable linguistic project, which has to keep in mind children who face barriers to their learning.

Local government 139/2009, 18th August and *Local government 110/2011, 12th July* lay down the requirements and the basic facets of this programme in public schools of Navarre.

3. SYLLABUS DESIGN

3.1. Introduction

This syllabus design aims to be carried out during the spring term, specifically in April and May. It is very significant for children because of the vegetable conference that is held in Tudela at the same time. Besides, the children can observe vegetables in different places: at home, the school canteen, the market, allotments...

As I mentioned before, I have had the methodology of the school where I attended my last internship in mind. For this reason, CLIL and project methodology have been taken into consideration. What that means is that:

- There are 10 lessons in English per week.
- Importance must be attached to the development of the language through its use and to the development of the contents through the target language.
- Work must be done in collaboration with the rest of the teachers (Spanish, psychomotor activity, religion...) so that our teaching does not become redundant.
- The contents of the curriculum of Infant Education are dealt with through this topic.

Every lesson is organized in three parts (at the very beginning of each of the lessons the song *The vegetables Song* by Twinkle Twinkle Little Star Music will be played):

- Warm-up activities: to present the activity and to know what children know about the topic.
- Follow-up activities: it is the moment when the most complicated information arises for children.
- Sum-up activities: to assess what and how children have learned.

It is a good way for children to acquire all the contents, achieve the aims and ensuring that they learn. In addition, all the activities integrate the three areas of knowledge.

First of all, I would like to talk about general educational issues, such as:

- Characteristics of the students;
- Aims for this unit;
- Contents;
- Facing mixed-ability;
- Assessment: criteria and procedures;
- Methodology;
- Pedagogical resources;

And finally, I am going to show the syllabus design with specific aims, contents and activities.

3.2. The unit within the syllabus (general aims and contents)

The main aim for this unit is to learn contents using the language and using the language to learn contents. In this case, children learn about vegetables using English and use English to learn about vegetables. Therefore, it integrates content learning (knowledge, understanding, skills...) and language learning (communication) and both are important.

According to *Decreto Foral 23/2007, de 19 de marzo, por el que se establece el currículo de las enseñanzas del segundo ciclo de la Educación Infantil en la Comunidad Foral de Navarra*, the aims are the abilities that a student has to develop during all the infant stage with the teacher's help. They are like at the basis when creating a teaching unit and guiding our teaching practice. (Decreto Foral 23/2007)⁴

These are the general aims of the teaching unit:

- Conocimiento de sí mismo y autonomía personal:
 - Identificar los propios sentimientos, emociones, necesidades o preferencias, y ser capaces de expresarlos y comunicarlos a los demás, identificando y respetando, también, los de los otros.
 - Realizar de manera cada vez más autónoma, actividades habituales y tareas sencillas para resolver problemas de la vida cotidiana, aumentando el sentimiento de autoconfianza y la capacidad de iniciativa, y desarrollando estrategias para satisfacer sus necesidades básicas.
- Conocimiento del entorno
 - Observar y explorar de forma activa su entorno, generando interpretaciones sobre algunas situaciones y hechos significativos y mostrando interés por su conocimiento.

⁴ Decreto Foral 23/2007, de 19 de marzo, por el que se establece el currículo de las enseñanzas del segundo ciclo de la Educación Infantil en la Comunidad Foral de Navarra

- Relacionarse con los demás, de forma cada vez más equilibrada y satisfactoria, interiorizando progresivamente las pautas de comportamiento social y ajustando su conducta a ellas.
- Conocer distintos grupos sociales cercanos a su experiencia, algunas de sus características, producciones culturales, valores y formas de vida, generando actitudes de confianza, respeto y aprecio.
- Iniciarse en las habilidades matemáticas, manipulando funcionalmente elementos y colecciones, identificando sus atributos y cualidades y estableciendo relaciones de agrupamientos, clasificación, orden y cuantificación.
- Conocer y valorar los componentes básicos del medio natural y algunas de sus relaciones, cambios y transformaciones, desarrollando actitudes de cuidado, respeto y responsabilidad en su conservación, tomando como referencia los paisajes de la Comunidad Foral de Navarra.
- Lenguajes: comunicación y representación
 - Utilizar la lengua como instrumento de aprendizaje, de representación, de comunicación y disfrute, de expresión de ideas y sentimientos y valorando la lengua oral como un medio de relación con los demás y de regulación de la convivencia.
 - Expresar sentimientos, deseos e ideas mediante la lengua oral y a través de otros lenguajes, eligiendo el que mejor se ajuste a la intención y a la situación.
 - Comprender las intenciones y mensajes de otros niños y niñas así como de las personas adultas, adoptando una actitud positiva hacia las lenguas.
 - Comprender, reproducir y recrear algunos textos literarios mostrando actitudes de valoración, disfrute e interés hacia ellos.
 - Iniciarse en los usos sociales de la lectura y la escritura explorando su funcionamiento y valorándolas como instrumento de comunicación, información y disfrute.

- Acercarse al conocimiento de obras artísticas expresadas en distintos lenguajes y realizar actividades de representación y expresión artística mediante el empleo de diversas técnicas.
- Iniciarse en el uso oral de otras lenguas del currículo para comunicarse en actividades dentro del aula, y mostrar interés y disfrute al participar en estos intercambios comunicativos.

Once I have selected the general aims that appear in the Curriculum, I have to choose the contents of each area of knowledge. Nonetheless it is sometimes non-sense to try to strictly classify them as belonging to one area or another as they can often make sense in more than one:

- Conocimiento de sí mismo y autonomía:

Bloque 2._Juego y movimiento

- Gusto por el juego. Confianza en las propias posibilidades de acción, participación y esfuerzo personal en los juegos y en el ejercicio físico.
- Comprensión y aceptación de reglas para jugar, participación en su regulación y valoración de su necesidad y del papel del juego como medio de disfrute y de relación con los demás.

Bloque 3._La actividad y vida cotidiana

- Las actividades de la vida cotidiana. Iniciativa y progresiva autonomía en su realización. Regulación del propio comportamiento, satisfacción por la realización de tareas y conciencia de la propia competencia.
- Normas que regulan la vida cotidiana. Planificación secuenciada de la acción para resolver tareas. Aceptación de las propias posibilidades y limitaciones en la realización de las mismas.
- Hábitos elementales de organización, constancia, atención, iniciativa y esfuerzo. Valoración y gusto por el trabajo bien hecho por uno mismo y por los demás.
- Habilidades para la interacción y colaboración y actitud positiva para establecer relaciones de afecto con las personas adultas con los iguales.

- Conocimiento del entorno

Bloque 1._Medio físico: elementos, relaciones y medida

- Los objetos y materias presentes en el medio, sus funciones y usos cotidianos. Interés por su exploración y actitud de respeto y cuidado hacia objetos propios y ajenos.
- Percepción de atributos y cualidades de objetos y materias. Interés por la clasificación de elementos y por explorar sus cualidades y grados. Uso contextualizado de los primeros números ordinales.
- Aproximación a la cuantificación de colecciones. Utilización del conteo como estrategia de estimación y uso de los números cardinales referidos a cantidades manejables.
- Aproximación a la serie numérica y su utilización oral para contar. Observación y toma de conciencia de la funcionalidad de los números en la vida cotidiana.
- Situación de sí mismo y de los objetos en el espacio. Posiciones relativas. Realización de desplazamientos orientados.

Bloque 2._Acercamiento a la naturaleza

- Identificación de seres vivos y materia inerte como el sol, animales, plantas, rocas, nubes o ríos. Valoración de su importancia en la vida.
- Observación de algunas características, comportamientos, funciones y cambios en los seres vivos. Aproximación al ciclo vital, del nacimiento a la muerte.
- Curiosidad, respeto y cuidado hacia los elementos del medio natural, especialmente animales y plantas. Interés y gusto por las relaciones con ellos, rechazando actuaciones negativas.
- Disfrute al realizar actividades en contacto con la naturaleza. Valoración de su importancia para la salud y el bienestar.

Bloque 3._Cultura y vida en sociedad

- Incorporación progresiva de pautas adecuadas de comportamiento, disposición para compartir y para resolver conflictos cotidianos

mediante el diálogo de forma progresivamente autónoma, atendiendo especialmente a la relación equilibrada entre niños y niñas.

- Lenguajes: comunicación y representación

Bloque 1._Lenguaje verbal

- 1.1 Escuchar, hablar y conversar

- 1.1.2 Comprensión de la idea global de textos orales en otras lenguas del currículo, en situaciones habituales del aula y cuando se habla de temas conocidos y predecibles.

- 1.1.3 Participación y escucha activa en situaciones habituales de comunicación. Acomodación progresiva de sus enunciados a los formatos convencionales, así como acercamiento a la interpretación de mensajes, textos y relatos orales producidos por medios audiovisuales.

- 1.1.4 Utilización adecuada de las normas que rigen el intercambio lingüístico, respetando el turno de palabra, escuchando con atención y respeto.

- 1.1.5 Utilización y valoración progresiva de la lengua oral para evocar y relatar hechos, para explorar conocimientos; para expresar y comunicar ideas y sentimientos y para regular la propia conducta y la de los demás.

- 1.1.8 Uso progresivo, acorde con la edad, de léxico preciso y variado, estructuración gramatical correcta, entonación adecuada y pronunciación clara.

- 1.1.9 Interés por participar en interacciones orales en otras lenguas del currículo, en rutinas y situaciones habituales de comunicación.

- 1.2 Aproximación a la lengua escrita

- 1.2.1 Aproximación al uso de la lengua escrita como medio de comunicación, información y disfrute. Interés por explorar algunos de sus elementos.

- 1.2.3 Uso, gradualmente autónomo de diferentes soportes de la lengua escrita como libros, revistas, periódicos, carteles o

etiquetas. Utilización progresivamente ajustada de la información que proporcionan.

1.2.4 Interés y atención en la escucha de narraciones, explicaciones, instrucciones o descripciones, leídas por otras personas.

1.2.5 Utilización de la escritura para cumplir finalidades reales. Interés y disposición para el uso de algunas convenciones del sistema de la lengua escrita como linealidad, orientación y organización del espacio, y gusto por producir mensajes con trazos cada vez más precisos y legibles.

– 1.3 Acercamiento a la literatura

1.3.1 Escucha y comprensión de cuentos, relatos, leyendas, poesías, rimas o adivinanzas, tanto tradicionales como contemporáneas, como fuente de placer y de aprendizaje.

1.3.4 Dramatización de textos literarios y disfrute e interés por expresarse con ayuda de recursos extralingüísticos.

1.3.6 Utilización de la biblioteca con respeto y cuidado, valoración de la biblioteca como recurso informativo de entretenimiento y disfrute.

Bloque 2._Lenguaje audiovisual y tecnologías de la información y la comunicación

- Acercamiento a producciones audiovisuales como películas, dibujos animados o videojuegos. Valoración crítica de sus contenidos y de su estética.

Bloque 3._Lenguaje artístico

- Experimentación y descubrimiento de algunos elementos que configuran el lenguaje plástico (línea, forma, color, textura, espacio...).
- Audición activa de obras musicales presentes en el entorno. Participación activa y disfrute en la interpretación de canciones, juegos musicales y danzas.

Bloque 4._Lenguaje corporal

- Descubrimiento y experimentación de gestos y movimientos como recursos corporales para la expresión y la comunicación.
- Representación espontánea de personajes, hechos y situaciones en juegos simbólicos, individuales y compartidos.
- Participación en actividades de dramatización, danzas, juego simbólico y otros juegos de expresión corporal.

3.3. Characteristics of the students

I would like to provide a context for this syllabus design in the school where I spent my last internship.

Elvira España is a bilingual school located in Tudela, more specifically in Alberto Pereira Street, which is in the old town. One of the features of this part of the town is the amount of immigrant that lives there.

The name of the school is due to an infant teacher who worked at school during the sixties.

Even though this school has been opened since the 18th century, in 1990 the Government of Navarre decided to run the school.

Since 2005 Elvira España School has participated in the agreement between the Government of Navarre and The British Council⁵. This agreement consists of setting up an educational model which lays down half of the courses in English, 10 sessions per week, and the other half in Spanish. This means that some of the aims and contents have to be taught in English and others in Spanish. Thus, there are a tutor and a co-tutor, who work properly in collaboration in order to ensure that the three areas of knowledge are suitably dealt with. Moreover, the school has two local teachers who have been chosen by the British Council. Every year, teachers have to go on with the academic training and they can participate in some courses that the British Council organizes in Spain as well as in the UK.

There are 660 students among whom approximately 150 are 3 to 6 years old.

Every year, a general schedule is agreed by the school council and is then approved by the Department of Education. The current school schedule is the following:

- In the mornings: 9:00 to 12:50 h.; except for Wednesdays because the lessons start at 9.00 and finish at 13.00.
- In the afternoons (October and May): from 15:00 to 16:40 h.

⁵ The British Council: cultural public institute which the main aim is spread English knowledge and culture through activities. It was founded in 1934 and its company headquarters is in Manchester and London. In 2005 The British Council received Principe de Asturias prize in Communication and Humanities.

- The break: from 10:40 to 11:10 h.
- Each lesson is 50 minutes long.

Now, I would like to set in a context the students who I have in mind to design the teaching unit.

I chose four-year old children. There are 27 and 26 kids in each class, and they have 10 lessons per week in English. As in all the courses I have to keep in mind that each child is different, for that reason I have to help them in different ways, depending on their needs or characteristics.

In this case, only one child needs special support. Further in this essay, in the so-called *Facing mixed-ability* section, I am going to explain the characteristic of this child and a possible curricular adaptation.

3.4. The contribution to the development of the Basic Competences

The Royal Decree (1630/2006), which establishes the minimal contents of formal education, assumes that Infant Education is the stage when children settle the basis of the personal and social development and acquire the learning which is the base of the future development of the competences, which are elementary for all the students. (Real Decreto, 1630/ 2006)⁶

LOE, Educational Organic Law of 2006, distinguishes eight basic competences:

- Sense of initiative and entrepreneurship competence;
- Linguistic communication competence;
- Mathematical competence;
- Social and civic competence;
- Digital competence;
- Learning to learn competence;
- Cultural awareness and expression competence.

All these competences are going to be worked during the Vegetable conference through different activities. In each lesson, I will describe in detail which competences are worked in each group of activities. Moreover, they are related to the aims and the contents of the lesson. By the end of the teaching unit, all competences will be dealt with.

⁶ REAL DECRETO 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil

3.5 Aims for this unit

In accordance with the Curriculum of Infant Education, the aims of the teaching are considered as an ability that the children have to reach at the end of the lesson because of the teacher's action. For that reason, teachers have to plan and assess the activities to know if children have got the aims.

These are the aims that I would like children to get. In the so-called *Tasks* section, these aims are divided according to the activities.

- To be motivated during the lesson.
- To respect everyone's turns to speak.
- To express what they have already known.
- To collect one's thoughts.
- To acquire specific vocabulary related to the topic.
- To repeat the poem.
- To be able to distinguish between vegetables and other pieces of food.
- To be able to distinguish if a piece of food should be eaten many times or sometimes.
- To express what they have watched on the video.
- To be able to deduce the main idea of the video.
- To be able to copy a statement and distinguish letters.
- To be able to say some pieces of vocabulary.
- To be able to remember some parts of the video.
- To be able to link contents.
- To be able to remember the vegetable diagram.
- To be able to look for and share information.
- To be able to say what a plant needs.
- To be able to follow teachers' instructions.
- To be able to match picture with word.
- To look for information or images related to the topic.
- To use the computer.
- To get information through books or magazines.
- To be able to throw balls into a basket.
- To be able to respect traffic signals.
- To be able to listen.
- To be able to depict a trip in a picture.
- To be able to listen to a story.
- To remember and summarize the last trip.
- To distinguish between different pieces of vocabulary.
- To be able to say words with /v/ sound.
- To distinguish /v/ sound from other sounds.
- To choose suitable pieces of food at the market.
- To create their own stand.
- To sum up the visit to the Muñoz Sola Museum.

- To know a new art technique.
- To create their own still life.
- To be able to distinguish vegetables through different senses.
- To know the function of the senses.
- To know the five human senses.
- To ask and answer questions.

3.6 Contents for this unit

As the aims, the contents of the Infant Curriculum are also divided in three areas. Nevertheless, these areas are so connected that some contents can make sense in any of the areas.

For this reason, in this syllabus design several contents are dealt with in a single activity. Below, there is a list of the contents that children should learn through the lessons. In the *Tasks* section, contents and activities are connected.

-
- Names of vegetables and other pieces of food.
 - Express ideas related to vegetables.
 - Distinguish different kinds of food.
 - To pay attention.
 - Respect for the rest of the children and the teacher.
 - Participation.
 - Classification.
 - Some/many times.
 - Express ideas related to how plants grow up.
 - Distinguish different sounds and spelling letters.
 - To pay attention.
 - The development of a plant.
 - Seeds.
 - Sounds and letters.
 - Express ideas related to how plants grow.
 - Observation of seeds.
 - Classification of seeds.
 - Parts of a plant.
 - Vegetable diagram.
 - Vocabulary related to the topic.
 - To summarize what they found on the internet.
 - Taking care of a plant.
 - Collaboration.
 - Instructions.
 - Planting.
 - Numbers.
 - Letters.
 - Dominoes.
 - Vegetable basket.
 - Memory.
 - Series.
 - Traffic signals.
 - Listening.
 - Trip.
 - *La mejana*.
 - Market.
 - Allotment.
 - Farmer.
 - Kamishibai.
 - Caterpillar
 - Sound /v/
 - Still life
 - Chalk
 - Senses.
 - Function.
 - Adjectives: good, bad, salty, sweet, bitter, sour, soft, stiff/hard...
 - Do you like...?
 - Yes, I do
 - No, I do not

3.7. Facing mixed-ability

Teaching-learning process has to adapt to each child, because each one has their own learning speed, maturity development, learning styles, level of motivation, cultural background... For this reason, I, as a teacher, have to know the personal and cognitive characteristics of my students. Moreover, I must take the 10th article of the Curriculum of Infant Education and the articles 72 to 78 of LOE, Organic Law of Education of 2006, (LOE, 2006, 17179)⁷ into consideration.

Because there are not two homogeneous learners, the teachers have to face the situation and use different strategies, resources and activities to make the children reach the aims. On many occasions, activities can be done in big groups or small groups and some activities are to be done individually. The level of each activity can vary too, to try to meet children of different maturity and development. In addition, some lessons focus on developing one skill (speaking), and some other lessons may focus on more than one skill (speaking and listening).

If some students have difficulties in some specific aspect, a support-teacher can reinforce the contents or whatever they find as a barrier.

If social integration is a problem, the teacher should encourage children doing the tasks or the games in heterogeneous groups.

Other resources to avoid big differences among children consist on explaining the activity with lots of gestures, pre-teaching, using flashcards, an explanation is repeated by a child who has already understood and make previous questions about the following activity.

Although there are many differences concerning the children's capacities, interests, motivations, learning styles and previous knowledge; I will take in mind, as a teacher, all the options to suitably help in the children's development.

Now I would like to explain a specific situation that I could observe during my internship at Elvira España School. After showing the characteristics of the student, I

⁷ LEY ORGANICA 2/2006, 3 de mayo, de Educación

will focus on several strategies, resources and activities which are adapted for this child.

Table 2. Child characteristics

PERSONAL DETAIL	<ul style="list-style-type: none"> ▪ Name: Paula ▪ Genre: female ▪ Age: 4 years old ▪ Nationality: Spanish ▪ Family: parents and older brother ▪ School attendance: special nursery school since 2010, and Elvira España school since 2011
MEDICAL CASE	<ul style="list-style-type: none"> ▪ Williams' 'syndrome. It conveys moderate retardation, special facial features, artery narrowing, genetic disorder in chromosome number 7. ▪ Pica's syndrome (but not at the moment)
COLLABORATION	<ul style="list-style-type: none"> ▪ Counselor, pedagogue, speech therapist and teachers have to work in collaboration to contribute to the achievement of the same aims, which are adapted to Paula. In this case some of the 1st cycle of Infant Education.
AIMS	<ul style="list-style-type: none"> ▪ Having in mind the significant curricular adaptation, I use the following educational ways: ▪ To use clear and easy statements. ▪ To do activities, based on the subject, less difficult and insist on the aims of the 1st cycle. ▪ To use many images and flashcards, and gestures in the explanation. ▪ To encourage her, and the rest of the students, to integrate in the class properly.

3.8. Assessment: criteria and procedures

Assessment criteria are models in which the teachers have to support to assess the children's development; to what extent they acquire the competences and the aims. In order to assess properly, I have in mind the characteristics of the students; the teacher's opinions, and I try to give importance to the development not only to the output. These assessment criteria have to be related to the aims of the unit and they analyze several aspects (speaking, writing, listening, emotions, attitudes and skills).

In LOE, 2006 there is not a section for children from 3 to 6 years old related to assessment. However, in the Infant Education Curriculum, set by the Government of Navarre, different assessment criteria are established for each area of knowledge. Through them, the teachers can find a guide of how to assess. In addition there is a general article, number 7, where how to assess the children is explained, using the criteria referring to each discipline.

In this stage, the assessment aims at merely knowing about the children's development. Therefore, it is not a grade. Assessment is therefore:

- Global: I will have in mind the development of the skills, which are expressed in the aims of the unit.
- Continuous: I will take notes about all the activities that the children do during the entire project.
- Initial: what do the children know about the subject?
- Final: what have the children learned after finishing the project?

The procedures that I would like to use are the following:

- Anecdote book: some notes about positive and negative episodes which the teacher thinks are important. For each child, there will be their own anecdote book.
- Teacher's diary: the teacher will take notes about the most significant facts and situations of the day.
- Questions: aimed to the children to find out what they know about a topic.

-
- Observation: the teacher has to take notes about everything he/she can see during the project. Then, he/she writes them down in the teacher's diary, control list and anecdote book.
 - Control list: it is a chart containing the aims and the signs that teacher has to observe to analyze the children's development. The aims and the signs have to be very clear and concise to have a global idea of the situation and avoid mistakes.
 - To finish I would like the children to reflect about the teacher's actions. I know that it is very difficult for them, that is why I think that they can say if they like or they do not like activities and games that they have participated.

For this special procedure assessment, the children, taking turns, put a blue sticker in the picture of the activity/game they liked most, and a yellow sticker in the activity that they consider the worst. Then, they have to talk about this choice. (See attached document 1)

3.9 Methodology

As I said before, I decided to place this syllabus design on the methodology used in Elvira España, for this reason I have to keep CLIL and project methodology in mind. Also, when I revise with the children the sound of letters, I will use jolly phonics methodology. Below, I would like to show the syllabus design according to CLIL planning; explain briefly what working through projects is and finally how jolly phonics works with sounds.

3.9.1 CLIL

Here is the syllabus design having in mind what the most important aspects for CLIL are.

Tabla 3. Syllabus design according to CLIL

CLIL SYLLABUS DESIGN	
Global aim: to learn language through contents and learn contents through language	
Unit: Vegetable conference	
Age: 4 years old	Timing: 11 lessons
<p>Aims of the unit:</p> <ul style="list-style-type: none"> ▪ To learn what a vegetable is. ▪ To distinguish between vegetable and other pieces of food. ▪ To encourage children to observe and examine plants and vegetables. ▪ To learn how to take care of a plant. ▪ To know the parts of a plant. ▪ To know the vital cycle of a plant. ▪ To know where vegetables can be found. ▪ To know where vegetables grow up. ▪ To acquire vocabulary relate to vegetables: names, tools, actions and people. ▪ To help learners to use the language in a daily routine. 	
Teaching aims	
<p>Content</p> <ul style="list-style-type: none"> ▪ Vegetables. ▪ What are vegetables? ▪ Classification of vegetables and not 	<p>Cognition</p> <ul style="list-style-type: none"> ▪ Enable learners to differentiate between vegetables and other kind of food. ▪ Encourage learners to take care of the

Vegetable conference

vegetables. <ul style="list-style-type: none"> ▪ What a plant needs to grow up. ▪ Where vegetable grow up. ▪ Where vegetable can be found. ▪ Who are plants and vegetables in contact with? ▪ Examination of vegetables and plants. 	plants. <ul style="list-style-type: none"> ▪ Provide learners with different resources. ▪ Encourage children to use basic structures. ▪ Empower children to reflect and make hypothesis. ▪ Understand the relationship between cause and effect. ▪ Let kids represent ideas in a mind map o diagram.
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Culture

- Learn about different cultures or social issues by observing and discussing. In this case, Tudela culture.
- Become aware of different resources to research information about a subject.
- Make the learners aware of their belonging to a particular social group, inhabitants of Tudela, for example.

Communication

Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> ▪ Key vocabulary. ▪ Question formation. 	<ul style="list-style-type: none"> ▪ Key vocabulary. ▪ Express like and dislike: <i>I like or I don't like.</i> ▪ Classifying: they are vegetables or they are not vegetables. ▪ Produce: subject/verb/noun: <i>(I like tomatoes)</i> auxiliary/subject/verb/noun: <i>(Do you like lettuces?)</i> 	<ul style="list-style-type: none"> ▪ Presenting and playing with flashcards. ▪ Using feedback and constant repetitions. ▪ Using gestures and body language. ▪ Underline language needed to carry out activities. ▪ Make use of peer explanations. ▪ Learn new words from activities.

Learning outcomes

By the end of the unit children should be able to:

- Demonstrate that they know what a vegetable is.
- Classify the different pieces of food: vegetables/no vegetables.
- Distinguish the different parts of a plant.
- Demonstrate that they know the cares of a plant.
- Successfully engage in visual matching between concept and images.

3.9.2. Learning through projects

Learning through projects is based on social constructivism. Vygotsky is one of the most important psychologists agreeing with this theory which declares that the society and the environment have an important influence in education. It means that learning is a *fundamentally social nature. Thus learning is a mediated process that origins in societal activity. (Adela, G. 2006)*⁸

Vygotsky explains three very important issues in his theory:

- ZPD (Zone of Proximal Development): it is what a child can do with the assistance of his/her teacher as compared to his/her abilities without such help. I, as a teacher, have to give freedom so that the children can try to do activities on their own.
- According to this psychologist, interaction provokes learning. Children learn by speaking and discussing with their peers and teachers. *This means that development proceeds from the social plane to the individual plane. (Eun, 2010, 413)*⁹ The teachers have to encourage children to interact with each other using the language, for example doing activities, which have a common goal, in groups.
- Scaffolding: it is providing children with help what makes them autonomous. The autonomy is one of the aims of Infant Education. In my opinion, teachers should only help their students when they ask for it.

3.9.3 Jolly phonics methodology

According to what Jolly Phonics says its methodology *is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students' progress. The letter sounds are split into seven groups as shown below [Available in (13/05/2013): <http://jollylearning.co.uk/>]:*

⁸ Adela, G. (2006) *Sociocultural theory and its application to CALL*. Journal Cambridge. 230-251 (18) [Available <http://journals.cambridge.org> (25/05/2013)]

⁹ Eun, B. (2010) *From learning to development: a sociocultural approach to instruction*. London. Cambridge Journal of Education.

Table 4. Groups of letter sound according to Jolly Phonics

Group	Letter sound
1	s, a, t, l, p, n
2	c, k, e, h, r, m d
3	g, o, u, i, f, b
4	ai, j, oa, ie, ee, or
5	z, w, ng, v, oo, oo
6	y, x, ch, sh, th, <i>th</i>
7	au, ou, oi, ue, er, ar

Jolly phonics assumes that with this working method, the children can develop the following skills:

- Learning the letter sounds;
- Learning letter formation;
- Blending;
- Identifying the sounds in words (Segmenting).

3. 10 Pedagogical resources

Pedagogical resources are the tools which the teachers use to help in the learning student: stimulating their senses, activate the experiences, help children to understand the contents, improve their abilities, encourage creativity, incite to the social relations... I, as a teacher, have to spend time to choose resources with a certain criterium. Resources should be high quality, what means that they should be motivating, dynamic, attractive, well maintained, varied, suitably sized, and flexible for doing different activities or games, appropriate for the learning and for the cognition level of the students. The teachers have to foresee which tools or resources are that they need to develop an activity and the quantity of them. These are the resources that I am going to use during the lessons.

-
- Balls
 - Blackboard and white board
 - Books
 - Boxes
 - Colourful paper
 - Computers
 - Containers
 - Crayons
 - Chalks
 - Diagram
 - Domino set
 - Flashcards for the diagram
 - Flyers
 - Game flashcards
 - Glue stick
 - Internet
 - Kamishibai
 - Kamishibai flashcards
 - Laze or scarf
 - Magazines
 - Markers
 - Memory set
 - Mural for the diagram
 - Pencils
 - Pictures of drawings
 - Pictures of starters
 - Poem flashcards
 - Scissors
 - Score board
 - Seeds
 - Sheet of papers
 - Soil
 - Stickers
 - Teachers for trips
 - Vegetables: cooked and fresh
 - Vegetable flashcards
 - Water
 - Yogurt containers as a plan pot

3.11. Tasks

3.11.1 Lesson 1: Introduction to vegetables

Table 5. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To express what they have already known. ▪ To collect one's thoughts. ▪ To acquire specific vocabulary related to the topic. ▪ To repeat the poem. ▪ To be able to distinguish between vegetables and other pieces of food. ▪ To be able to distinguish if a piece of food should be eaten many times or sometimes. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. ▪ Social and civic. ▪ Cultural awareness and expression. 	<ul style="list-style-type: none"> ▪ Names of vegetables and other pieces of food. ▪ Express ideas related to vegetables. ▪ To know to distinguish different kind of food. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Participation. ▪ Classification. ▪ Some/many times.

ACTIVITIES

- Warming-up activities:
 - Watching a video and listening to music to introduce the lesson: *The vegetables song with Twinkle Twinkle Little Star Music* [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>] is going to be played at the beginning of each lesson to announce the start.
 - Opening questions about vegetables: The questions should be open in order to let the children think about the topic. I, as a teacher, should only guide and make them think.

- Some of these questions would be: what are they? How are they? Say some examples; where can we find them? Where do they live? Where are they born? What are seeds?
- To know the children's interests, the teacher asks them about what they want to know and to learn related to the topic. The children's ideas will be written down on a piece of paper.
- Follow-up activities:
 - Poem: listening to a poem and try to repeat and distinguish vegetable words. We read the poem [Available in (21/05/2013) <http://www.childfun.com/index.php/activity-themes/100-food/218-vegetable-activity-theme.html>] with the help of some flashcards. (see attached document: 2)

*Carrots, Peas, and Broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, Peas, and Broccoli,
Vegetables are good for me.*

- Game: The children, in small groups, have to classify the food flashcards: vegetables or not vegetables. For this activity, we are going to use flashcards and boxes (two boxes for each small group: one where children have to introduce vegetable flashcards and the other one to put in the rest of the food flashcards). With this activity the kids have to solve a problem together in a collaborative way. They can correct their own mistakes, discuss about which flashcard is in each box, and explain with arguments. After students consider that they have finished the task, we get closer to see the classification of each group, repeating the vocabulary and saying if we should eat them some times or many times. (see attached document: 3)

RESOURCES

- Computer
- Poem flashcards and game flashcards
- Boxes

3.11.1 Lesson 2: Seeds

Table 6. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To repeat the poem. ▪ To express what they have watched on the video. ▪ To collect one's thoughts. ▪ To be able to deduce the main idea of the video. ▪ To acquire specific vocabulary related to the topic. ▪ To be able to copy a statement and distinguish letters. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Digital competence. ▪ Communication. ▪ Social and civic. ▪ Cultural awareness and expression. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Express ideas related to how plants grow up. ▪ To distinguish different sounds and spelling letters. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Participation. ▪ Development of a plant. ▪ Seeds. ▪ Sounds and letters.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music* [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>].
 - Poem: listening to a poem and try to repeat and distinguish vegetable words. We read the poem with the help of some flashcards.
 - Prior to this, an explanation is given about a video related to how a plant is born and grows up.

- Follow-up activities:
 - Watching a video [Available in (17/05/2012) www.makemegenius.com] about how a seed grows up. The video is provided by *Make me genius website*, which has been created by a group of secondary grade students to help children to understand science through three different ways: by listening, watching and experimenting. Through cartoons children learn various interesting scientific facts around us in a funny way. In this case the video is about how a plant grows after a seed is planted. Thanks to this resource the children can easily understand the development of a plant since it is a seed until it is well made up.
 - Questions about the video: what was the video about? How does a plant grow up? What does a plant need to grow up? What do we need to plant? These questions make the children think about what the video showed, deduce the main ideas and have a global scheme in reference to the development of a plant.
 - Write down a note so as to bring seeds to school. Asking children to bring some seeds to school to observe and examine them. The kids have to write a sentence on a piece of paper, or some words, to remember their tasks. As a big group, we decide what to write. I, as a teacher, can suggest some statements, such as: seeds please; we need seeds; seeds to plant... but it is the children who have to decide the proper statement. Then, we write it down on the blackboard so that the students can copy. In this moment children can revise the sounds of the letters.
 - Children have to show the notice to their family who should help them to get seeds.

RESOURCES

- Computer
- Poem flashcards
- Sheets of paper
- Pencils

3.11.3. Lesson 3: Vegetable diagram

Table 7. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To repeat the poem. ▪ To be able to say some pieces of vocabulary. ▪ To be able to remember some parts of the video. ▪ To acquire specific vocabulary related to the topic. ▪ To be able to link contents. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. ▪ Social and civic. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Express ideas related to how plants grow up. ▪ Observation of seeds. ▪ Classification of seeds. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Participation. ▪ Development of a plant. ▪ Parts of a plant ▪ Seeds. ▪ Vegetable diagram.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Poem: listening to a poem and try to repeat and distinguish vegetable words. We read the poem with the help of some flashcards.
 - Game: to remember the vocabulary through a game. The entire group is sitting down in a circle and in the middle there are some flashcards related to vegetables. While the teacher says: *The big black cat, says it must be that one*, she is pointing to each children, and the last child who has pointed has to take a flashcard and tell the correct word. If it is right, the kid has a point, if not the game continues.

- Follow-up activities:
 - Once the children have brought different kinds of seeds to the classroom, we can observe them: their textures, smells, shape origin...and classify them. For this activity we need some containers, for example yogurt pots, to put the seeds and a name for each sort of seed. Then, we place them in the vegetable corner.
 - Vegetable diagram: First, we recall the video about the parts of the plants and how a seed grows. Then, we are going to do a vegetable diagram to reinforce the contents. So, the children will be asked some questions in order to fill in the diagram. (see attached document: 4)

RESOURCES

- Computer
- Poem flashcards
- Vegetable flashcards
- Mural for the diagram
- Flashcards for the diagram
- Containers
- Paper sheets
- Pencil, pen, crayons or markers.

3.11.4 Lesson 4: Researching

Table 6. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To repeat the poem. ▪ To be able to say some pieces of vocabulary. ▪ To be able to remember the vegetable diagram. ▪ To acquire specific vocabulary related to the topic. ▪ To be able to look for and share information. ▪ To be able to link contents. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Digital competence. ▪ Communication. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Vegetable diagram. ▪ Parts of a plant. ▪ To summarize what they found out on the internet. ▪ Taking care of a plant. ▪ Collaboration ▪ Participation.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Poem: listening to a poem and try to repeat and distinguish vegetable words. We read the poem with the help of some flashcards.
 - Vegetable diagram: we remember the vegetable diagram that we did during the last lesson.

- Follow-up activities:
 - Assembly about: Where can we find plants? What do they need? Where can we find this information? Do you have a plant at home? Do you look after it? How? These are some of the questions that a teacher should ask to introduce how to take care of a plant to the children. Then, the entire group is divided in two, and each group has to look for information about the care of a plant. One group can investigate books, magazines flyers in the library corner, and the other group, with the teacher's help, can make a research on the Internet. At the end of the search, we share the ideas and the results in a big group. They should be written down on a piece of paper to make it clear.

RESOURCES

- Computer
- Books
- Magazines
- Flyers
- The Internet
- Paper sheet
- Pencils, pens, crayons or markers

3.11.5 Lesson 5: Planting

Table 9. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> • To be motivated during the lesson. • To respect everyone's turns to speak. • To repeat the poem. • To be able to say some pieces of vocabulary. • To be able to say what a plant needs. • To acquire specific vocabulary related to the topic. • To be able to follow instructions. 	<ul style="list-style-type: none"> • Sense of initiative and entrepreneurship. • Learning to learn. • Communication. 	<ul style="list-style-type: none"> • Names of vegetables. • Vocabulary related to the topic. • To pay attention. • Respect for the rest of the children and the teacher. • Parts of a plant. • Ideas related to the care of a plant. • Instructions. • Collaboration • Participation. • Planting.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song with Twinkle Twinkle Little Star Music* [Available in (13/05/2013) <http://www.youtube.com/watch?v=pJkxCfdn8hs>]]
 - Poem: listening to a poem and try to repeat and distinguish vegetable words. We read the poem with the help of some flashcards.
 - To remember what a plant needs and its parts.
- Follow-up activities:
 - Time for planting: after we have remembered how we have to plant a seed and the teacher has explained all the steps that children have to follow, we share out the material. For this task, the teacher chooses a helper for each table; assigns the equipment to them and teaches them the name of the stuff. The children have to repeat them to their partners. Step by step the teacher shows a flashcard in which the action

and the material that the children have to use are shown. (See attached document 5).

- To decorate the yogurt container as a plant pot with stickers or colourful papers, glue stick and markers.
- To write the gardener's name.
- To put a bit of soil.
- To put the seeds.
- To put more soil.
- To water it.
- To place it in the "plant corner".

RESOURCES

- Colourful paper
- Computer
- Flashcards
- Glue stick
- Pencils, pens, crayons or markers
- Seeds.
- Soil
- Stickers.
- Water
- Yogurt containers as a plant pot.

3.11.6 Lesson 6: Vegetable corners

Table 10. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak or to play. ▪ To repeat the poem. ▪ To be able to say some pieces of vocabulary. ▪ To be able to match a picture with a word, ▪ To look for information or images related to the topic. ▪ To use the computer. ▪ To get information through books or magazines. ▪ To be able to throw balls into a basket. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Digital competence. ▪ Communication. ▪ Social and civic. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Collaboration ▪ Participation. ▪ Numbers. ▪ Letters. ▪ Dominoes. ▪ Vegetable basket. ▪ Memory. ▪ Series.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Poem: listening to a poem and try to repeat and distinguish vegetable words. We read the poem with the help of some flashcards.
 - Explanation about the new games, which are related to the topic. Each game is to be played in one corner of the classroom.

- Follow-up activities:

Vegetable corners: the students are divided into four groups (three groups with 8 children and only two or three children by the computer), which participate in a different corner. All the children participate in each corner, so the teacher has to check the time (12 minutes for each corner)

- Logical-math corner: in this place, a group of children can play with series, numbers, fill in vegetable diagram...
- Language corner: another group can read books, magazines or flyers. They also can match names of vegetables with pictures, copy words on the blackboard...
- Computer corner: a pair of children can use the computer to look for information or images, watch videos and song about vegetables or they can play games online. Teacher helps them with the vocabulary or to find web secure sites to play.
- Games corner: dominoes, memory or vegetable basket can be played.

Dominoes: each child takes 7 tiles and has to add ones when they match the suitable tile. For example, there is a tomato-ending tile on the board; the kid who has a tomato tile matches it (he/she has to wait for his/her turn). The child who has a double asparagus starts the game.

Memory: Pictures of vegetables are faced down and the children, respecting their turn, have to find the same memory cards in each group.

- Vegetable basket: There are 4 boxes which are placed at a different distance. The kids, taking turns, have to throw a ball into a box. Each box has a score, depending on the distance (the longer the distance, the higher the score). After the throw, each child has to put a sticker on the score board.

RESOURCES

- Computer
- Domino set
- Memory set
- Boxes
- Score board
- Flashcards
- Books, magazines, flyers
- Vegetable diagram
- Balls
- Sheets
- Pencil, crayons, markers
- Blackboard and white board
- Chalk

3.11.7 Lesson 7: Trip to a market and an allotment

Table 11. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the trip. ▪ To respect everyone's turns to speak. ▪ To be able to say some pieces of vocabulary. ▪ To be able to follow the teacher's instructions. ▪ To be able to respect traffic signals. ▪ To be able to listen. ▪ To be able to depict the trip in a picture. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. ▪ Social and civic. ▪ Knowledge and interaction environment. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children, the teachers and the team members. ▪ Participation. ▪ Collaboration. ▪ Traffic signals. ▪ Listening. ▪ Trip. ▪ <i>La mejana</i>. ▪ Market. ▪ Vegetable garden. ▪ Farmer.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Opening question about what we can find in a market. What is a market? Who works in a market? How can we get to the market? What do we need in a market? Does any member of your family own an allotment? Where? What have they planted there?
 - Explanation about how the trip is organized.

- Follow-up activities:
 - Trip to the market: the local market in Tudela is placed in the old town. It takes 8 minutes from Elvira España School, therefore we can go there on foot. In the market we can see different stalls where vegetables, meat, fruits, fish... are sold. A seller explains to the children what he/she sells, the timetable, where he/she finds the vegetables...
 - Trip to a typical allotment in Tudela. *La mejana* is a very representative place where there are a lot of allotments where the most well-known vegetables have been planted: asparagus, artichokes, tomatoes, heart lettuces... It is located next to river Ebro. For this reason, it is a good cultivated land. It is accessible through a famous entry with an image of Saint Ana, patron saint of Tudela.
 - We visit an artichoke garden and the farmer explains us how to work the soil, take care of the crop or planting, when artichokes have been planted and when they have to be collected... Moreover, children can taste, smell, see and touch different kinds of artichokes.
- Sum-up activities:
 - The children have to make a picture in which they depict what they have learned; something they liked the most; what they have seen during the trip (it can be in the market or in the allotment). With this activity, the teacher can notice how children have got the information, how they see the environment and in which artist infant stage they are.

RESOURCES

- Paper sheet
- Crayons, markers, pencils...
- Because of the trip, at least a couple of teachers are needed for each group of children.
- This activity is going to be carried out during the whole morning. The children are required to take their lunch and a bottle of water.

3.11.8 Lesson 8: *The very hungry caterpillar*

Table 12. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To be able to say some pieces of vocabulary. ▪ To be able to listen to the story ▪ To remember and summarize the last trip. ▪ To distinguish between different pieces of vocabulary. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. ▪ Social and civic. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Collaboration ▪ Participation. ▪ Kamishibai. ▪ Caterpillar

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Remembering the trip: opening questions about the trip to the market and to the allotment in *La Mejana*: what did you like the most? What did we see and visit? What vegetables could we see? Where was the allotment located?
- Follow-up activities:
 - Game: The entire group is sitting down in a circle, except for children who are standing up. In the middle of the circle, there are 7 flashcards related to the topic (not only nouns but also actions like planting, watering...). The teacher says a word or action and the must get it as fast as they can. Then, the kid who has taken the suitable flashcard is in

charge of saying another piece of vocabulary, so that another group of four children take the correct flashcard.

- *The very hungry caterpillar* by Eric Carle¹⁰ (Carle, 2011) tells the story about a caterpillar since it is born until it emerges as a colourful butterfly. During the story, the caterpillar eats enormous quantities of different types of food: fruit, cakes, ice-cream, cold meat, sausages, sweets...

I am going to adapt this story to our topic adding vegetables instead of cakes, sweets, cold meat or sausages. Thus, the caterpillar eats: one apple, two pears, three plums, four strawberries, five oranges, six tomatoes, seven asparagus, eight leaks, nine cabbages and ten aubergines.

The story is going to be told through a *Kamishibai*. It is a Japanese methodology that was born in the 12th century in a Buddhist temple. *Kamishibai* is a group of printed flashcards which have a picture on one side and a text on the other side. A story teller is needed. He/she has to read the text and pass the prints in order thanks a *butai* or theatre.

RESOURCES:

- Flashcards
- Kamishibai (theatre and flashcards)
- The very hungry caterpillar flashcards.

¹⁰ Carle, E. (2011). *The very hungry caterpillar*. London. Puffin Books.

3.11.9 Lesson 9: Our own market

Table 13. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To be able to say some pieces of vocabulary. ▪ To be able to say words with /v/ sound. ▪ To distinguish /v/ sound from other sounds. ▪ To create their own market stall. ▪ To choose suitable pieces of food for the market. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. ▪ Cultural awareness and expression. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Collaboration ▪ Participation. ▪ /v/ sound. ▪ Market.

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - /v/ is the sound that we are going to revise. The have been learning letters and sounds through Jolly Phonics¹¹ methodology during the whole course. We sing /v/ song.
For this activity, the teacher shows the pictures related to the sound. After that, children have to say words with this sound.
 - Recalling what *The very hungry caterpillar* ate in the story.

¹¹ Lloyd, S. Wernham, S (2003) Finger Phonics Big Book, Volume 1 UK. Jolly Learning LTD

- Follow-up activities:
 - To create our own market-stall: the children have to cut some pieces of food of the market flyers recreating vegetables to create their stall or greengrocer's like in the market that they have already visited. Then they have to stick them on a paper sheet in which they have already drawn a stand.

RESOURCES:

- Sheet of paper
- Market flyers
- Scissors
- Glue stick
- Markers, crayons and pencil

3.11.10 Lesson 10: Still life

Table 14. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To be able to say some pieces of vocabulary. ▪ To create their own still life. ▪ To sum up the visit to the Muñoz Sola Museum ▪ To know a new art technique. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. ▪ Cultural awareness and expression. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Collaboration ▪ Participation. ▪ Still life ▪ Chalk

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Having in mind that children have visited the Muñoz Sola Museum, we are going to make a handicraft representing what children saw during the visit. Cesar Muñoz Sola was painter from Tudela who collected some art works during his life in France. His collection is composed by portraits, landscapes; still lives... based on naturalist, romantic, impressionist and symbolic landscapes.
 - Recalling the visit to the Muñoz Sola Museum visit: what could we see there? What kind of pictures can you remember? What was the name of a picture in which food is painted? In this case, the teacher has to guide the discussion trying to link vegetables and the visit to the

museum because of the following activity. In the end, the children have to know what is essential in a still life to represent it.

- Follow-up activities:
 - Still life: The children have to follow the next steps:
 1. To draw a still life. The teacher should remind them that the pictures and their elements have to be big. They can see different models of the pictures that the teachers took during the visit to the museum and others taken from the net.
 2. To use a side of a crayon to colour the picture.
 3. To spread a colour chalk in a paper sheet to get colour powder.
 4. The teacher puts glue stick in some parts of the still life.
 5. To pour the powder on the still life.

RESOURCES:

- Color Chalks
- Glue stick
- Paper sheet
- Pencils
- Pictures of drawings

3.11.11 Lesson 11: Senses tunnel

Table 15. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the lesson. ▪ To respect everyone's turns to speak. ▪ To be able to say some pieces of vocabulary. ▪ To be able to distinguish vegetables through different senses. ▪ To know the function of the senses ▪ To know the five human senses. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Collaboration ▪ Participation. ▪ Senses. ▪ Function. ▪ Adjectives: good, bad, salty, sweet, bitter, sour, soft, stiff/hard...

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>].
- Follow-up activities:
 - We divide the group into five small groups, one per each sense. The tables are also divided according to each sense: sight, taste, hearing, smell and touch. The children have to take turns in all the tables. The teacher has to check the time for each sense so that all the children can participate in all the tables.

The activities are the following:

 - *Sight table*: there are several vegetables and the children have to match pictures.

- *Hearing table*: can vegetables make sounds? The children can try to make sounds by vegetables and other materials. Then, they can classify them into two boxes depending on how *noisy* vegetables can be.
- *Taste table*: The children taste different vegetables. Some of them are cooked and others are fresh. Can children taste them and tell us about a flavour? If they taste good or bad, salty or sweet, bitter or sour, soft or stiff/hard...
- *Smell table*: do vegetables smell good or bad? Can they remind the children of some situation or something?
- *Touch table*: one after the other, the children will have to guess which vegetable they are touching while they remain blindfolded.

RESOURCES:

- Boxes
- Vegetables: fresh or cooked
- Laze or scarf
- Pictures of startes

3.11.12 Lesson 12: Vegetable game: assessment

Table 16. Aims, competences and contents

SPECIFIC AIMS	COMPETENCES	CONTENTS
<ul style="list-style-type: none"> ▪ To be motivated during the trip. ▪ To respect everyone's turns to speak. ▪ To be able to say some pieces of vocabulary. ▪ To ask and answer questions. 	<ul style="list-style-type: none"> ▪ Sense of initiative and entrepreneurship. ▪ Learning to learn. ▪ Communication. 	<ul style="list-style-type: none"> ▪ Names of vegetables. ▪ Vocabulary related to the topic. ▪ To pay attention. ▪ Respect for the rest of the children and the teacher. ▪ Collaboration ▪ Participation. ▪ Do you like...? ▪ Yes, I do ▪ No, I do not

ACTIVITIES

- Warming-up activities:
 - Listening to music to introduce the lesson: *The vegetables song* with *Twinkle Twinkle Little Star Music*. [Available in (13/05/2013): <http://www.youtube.com/watch?v=pJkxCfdn8hs>]
 - Explaining that the vegetable conference finishes with these activities. For this reason we are going to play some games to assess what the children have learned.
- Follow-up activities:
 - Game: the whole group is sitting down in a circle, and every child has a flashcard with a word or action. Each child has to ask to her/his partner if he or she likes this vegetable or doing this action. For example, Paula, who has a leak in her flashcard, asks David: *Do you like leaks?* And David has to answer: *Yes, I do or No, I don't*. Then, David asks the following partner: *Do you like watering?* And this partner answers *Yes, I do or No, I don't*. And so on.

- Game: all the flashcards are in the middle of the circle. Each flashcard has a colour. When the teacher says: Red! Children have to jump on the red flashcard. Then, one after the other, he/she turns the flashcards upside down and says the word. As there may not be enough flashcards for all the children, sometimes they have to share the same flashcard and answer at the same time.
If the children answer correctly, they win a point which is scored on the scoreboard.
- Assembly about what they have already learned. The teacher asks the children what they have learned during all the conference, what they liked the most and what they did not like at all. It can be a good way for the teacher to assess his/her own work. All the opinions of the children will be written down on a piece of paper (Assessment score, explained in assessment section).

RESOURCES:

- Computer
- Flashcards
- Paper sheet
- Pencil

Conclusión

AICLE (o CLIL) es la propuesta que desde el Gobierno de Navarra se ha desarrollado para formar estudiantes competentes a través de un proyecto integrado de lenguas. Cada vez más son los colegios que se adhieren a esta propuesta, ya que este curso hay 40 colegios y el año que viene habrá 20 más. Con este proyecto integrado de lenguas el alumnado de Educación Infantil alcanza los objetivos tanto en inglés como en castellano, dado que tienen 10 sesiones a la semana de inglés (teniendo en cuenta el modelo lingüístico A o G).

Teniendo en cuenta este contexto, la LOE (2006) y los decretos pertinentes en relación a Educación Infantil, he creado y desarrollado una unidad didáctica para alumnos de segundo curso de segundo ciclo de Educación Infantil del Colegio Bilingüe Elvira España de Tudela. El tema sugerido son las verduras, ya que son muy conocidas en Tudela debido a su calidad.

La metodología que voy a seguir para alcanzar los objetivos, anteriormente señalados, y trabajar los contenidos relacionados con dicho tema se basa en los proyectos y en los principios que presenta AICLE. Trabajar por proyectos, supone una gran coordinación entre el profesorado puesto que a través de un mismo tema se trabajan las tres áreas del currículo de E. I. Así pues, los profesores/as deben organizarse de tal forma que cada uno/a en su especialidad plantee unas actividades para conseguir unos objetivos distintos, lo que ofrece a los niños/as una educación completa e integrada.

Los proyectos tienen su origen en el socioconstructivismo: el proceso de enseñanza-aprendizaje se produce gracias a la interacción social. La educación emerge de la actividad social del niño/a. Esta concepción vygostkiana deja de lado la idea del niño/a como objeto vacío en el que hay que introducir los conocimientos que el profesor/a, como *hombre sabio*, transmite a través de la palabra al alumnado. En esta propuesta de unidad didáctica el conocimiento se adquiere a través del diálogo, la observación o la creación de hipótesis, gracias a la variedad de materiales, que incluyen las tecnologías de la información y la comunicación.

Teniendo en cuenta los principios de AICLE, los niños/as aprenderán conocimientos a través de la lengua, y aprenderán la lengua a través de los conocimientos. Este es el principal objetivo de la unidad didáctica.

Otro aspecto de la unidad didáctica que me gustaría resaltar es el de la atención a la diversidad. Dado el alto porcentaje de alumnos/as de otras culturas en el colegio Elvira España, como futura profesora tengo que estar preparada para solventar las necesidades, de cualquier tipo, que puedan tener dichos alumnos: integración social, dificultad de comprensión, desarrollo cognitivo a distintos niveles...

La realización de este trabajo de fin grado me ha hecho ponerme en la situación de lo que, en parte, será mi tarea diaria: programar unidades didácticas, adaptarme a las necesidades de mis alumnos/as, estar en coordinación con el resto del profesorado...

Son muchas las cosas que hay que tener en cuenta a la hora de programar y para ello hay que estar bien formado, especialmente si trabajamos en un colegio bilingüe, que se apoya en los aspectos de CLIL. Habiendo realizado este diseño curricular, se refuerza mi idea de querer seguir participando en el proceso de enseñanza-aprendizaje de los niños/as de Educación Infantil y seguir formando para ello.

Así pues, esta unidad didáctica, que se podría llevar a cabo en el Colegio Bilingüe Elvira España en el segundo curso del segundo ciclo de Educación Infantil, propone trabajar las verduras a través de la lengua extranjera, ofreciendo variedad de dinámicas y atendiendo a todos los niños/as independientemente de sus intereses, motivaciones, integración, cultura o desarrollo cognitivo.


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ATTACHED DOCUMENT

Attached document 1: Assessment score

VEGETABLE CONFERENCE  	
NAME:	
SONG AND POEM	
VOCABULARY GAMES	
VIDEO	
SEED OBSERVATION	
VEGETABLE DIAGRAM	
PLANTING	
VEGETABLE CORNERS	
MARKET AND VEGETABLE GARDEN TRIP	
THE VERY HUNGRY CATERPILLAR	
OUR OWN MARKET	
STILL LIFE	
SENSES TUNNEL	

Attached document 2: Flashcard poem



CARROTS, PEAS AND BROCCOLI



VEGETABLES ARE GOOD FOR ME



FOR MY SNACK AND IN MY LUNCH



VEGGIE STICKS ARE GREAT TO MUNCH

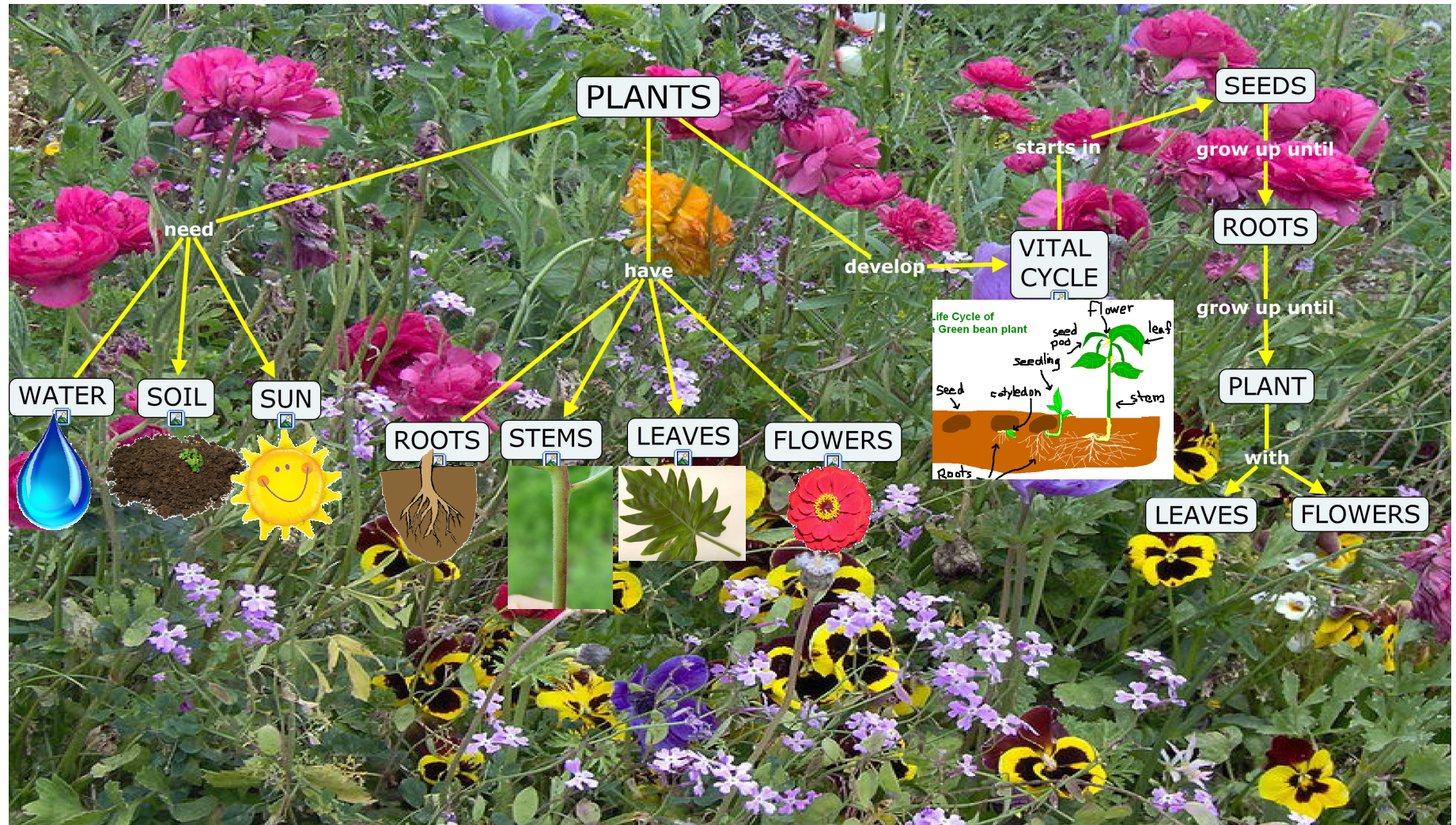
Vegetable conference

Attached document 3: Boxes game and flashcards








Marta TORRES SALCEDO

Attached document 4: Vegetable diagram



Vegetable conference

Attached document 5: Steps for planting

<p>1. DECORATION</p> 	<p>2. PUT A BIT OF SOIL</p> 
<p>3. SEEDS</p> 	<p>4. PUT MORE SOIL</p> 
<p>5. WATER</p> 	<p>6. VEGETABLE CORNER</p> 